THE RELATIONSHIP BETWEEN
SELF-CONCEPT AND ACADEMIC ACHIEVEMENT
AMONG TURKISH ELEMENTARY SCHOOL STUDENTS

BY

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To my father, who would have been so proud . . .

ACKNOWLEDGEMENTS

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The main purpose of this study was to investigate rela-
tionships between self-concept and academic achievement among
third, fourth and fifth grade public elementary school chil-
dren in Turkey. The data were also analyzed for significant
differences in self-concept scores between academic achieve-
ment levels, sex, grade levels, and interactions of these
variables.

The school where the study was conducted was randomly
selected from all the public elementary schools within the
city limits of Ankara, Turkey. From among 35 third, fourth
and fifth grade classrooms in this school, six classrooms
two for each grade were selected randomly. A total of 207
children, of whom 105 were boys and 102 were girls, made up
the sample for this study.

Self-concept of the subjects was measured by a Turkish
translation of the Coopersmith Self-Esteem Inventory, Form-
A. The academic achievement score was obtained by converting
the weighted achievement scores by the teacher's evaluation

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of the child to a percentage scale. The children who obtained 80 percent of the total possible score or higher were classified as high-achievers and those with achievement scores less than 80 percent as low-achievers.

To test for significant relationships between self-concept and academic achievement the Pearson product-moment correlational technique was employed. A 3 X 2 X 2 analysis of variance model was used to test for differences in the self-concept scores among the groups by achievement, sex and grade, and interactions between levels of these variables. Scheffe's A Posteriori test of pairwise comparison for unequal N's was used to determine the location of significant differences between the means. The level of significance was set at .05 for all statistical procedures.

Significant positive relationships were found to exist between self-concept scores and academic achievement for the total sample and all the groups by achievement level, sex and grade level.

The analysis of variance test for significant differences in self-concept scores between the means of the groups showed that high-achieving children, regardless of sex or grade, obtained significantly higher scores on self-concept inventory than did low-achieving children. It was also found that fourth and fifth grade children scored significantly higher on the self-concept inventory than did third grade children. The difference between the mean self-concept scores of fourth and fifth grade children was not

statistically significant. Also, the difference between the mean self-concept scores of males and the mean self-concept scores of the females was not significant. Furthermore, no significant differences were found in the mean self-concept scores with respect to the interactions of achievement, sex and grade.

The implications of these results are discussed with respect to the roles of educators, curriculum planners, psychologists, counselors and parents of the Turkish elementary school children. Recommendations for further study are also indicated.

An individual's perceptions, feelings and behaviors
tend to be consonant with his/her self-concept (Rogers,
1947; Combs and Snygg, 1959). As a unique view a person has
about himself or herself (Anderson, 1952), the self-concept
effects all behavior to maintain an individual's own personal
organization in school, home and every other interactional
setting. Thus, achievement in school, as the behavioral
indication of learned material, is likely to be affected by
and will tend to be consonant with one's self-concept. That
is, as Purkey (1970) contends, students with higher self-
concepts will more likely achieve higher grades, and those
with low self-concepts will achieve lower grades. This
implies that there is a realtionship between the self-concept
and academic achievement of students.

Numerous correlational and experimental studies have
examined the relationship between self-concept and academic
achievement among elementary school, as well as high school
and college age populations (Gough, 1949; Pierce, 1961;
Purkey, 1970; Wylie, 1974). Several studies have reported
relatively high relationships between self-concept and
academic achievement (Fink, 1962; Campbell, 1966; Brookover,

Patterson and Thomas, 1965; Barrett, 1957; Caplin, 1966).
However, the findings have been inconsistent and conflicting
in some cases, for a variety of reasons including differences
in age groups, grade and intelligence levels, ethnic group
memberships, culture, and differences in designs and instru-
ments (Mehta, 1968; Baum, Jamieson and Eddy, 1968; Zirkel,
1971).

These inconsistent and conflicting findings indicate a
need for further investigation. In addition, most of the
research reported in the literature has been conducted in
the U. S. A., with very little attention paid to other
cultures, and thus, it is not clear to what extent the
American results could be applied to the individuals in
other cultures. The morals of American cultural and educa-
tional system may influence the self-concept of children in
ways not paralleled in other cultural and educational systems.
Therefore, it cannot be assumed that the relationship between
self-concept and academic achievement found in American
culture will be consistent across different cultures. Wylie
(1974) has suggested that one's culture may be a determining
factor on the development of self-concept.

Up to this time very little or no information and
printed literature on the relationship between self-concept
and academic achievement with Turkish students has been
available. It is a common belief that academic

underachievement of children in Turkish schools is solely
due to lack of interest in school and subject matter, lack
of ability and a form of maladjustment. Other factors, such
as self-concept of the student, have not yet been considered
in influencing students' achievement in Turkey. Although
this study was not attempted to show that it is self-concept
or other factors that cause underachievement, significant
relationship between self-concept and academic achievment
that may be found in Turkish children may alert Turkish
educators to consider the self-concept for preparing plans,
programs and curricula to be implemented in schools, and
encourage additional research.

The present study was designed to investigate the
degree of relationship between self-concept and academic
achievement among the third, fourth and fifth grade Turkish
elementary school children. The self-concept of children
was measured by a Turkish translation of the Coopersmith
Self-Esteem Inventory, Form-A (SEI-A). The SEI-A measures
evaluative attitutes towards the self in social, academic,
family and personal areas of experience (Coopersmith, 1967).
Academic achievement was measured by the teachers' evaluation
of the child on the subject-matters and classroom activities.
Each child's achievement was evaluated and a score was
recorded by the classroom teacher for the given school year.
At the end of the school year, these evaluation scores were
collected and used as the achievement scores in this study.

Statement of the Problem

This study was designed to address two general questions: A) Are there significant differences in the self-concepts of the Turkish public school children with respect to achievement, sex, grade, and interactions of these variables? B) Are there significant relationships between the self-concepts and the academic achievements of the Turkish public school children?

Within the context of the first foregoing question, the following specific questions were asked:

1. Are there significant differences in the self-concepts between high-achieving and low-achieving Turkish public school children?

2. Are there significant sex differences in the self-concepts of Turkish public school children?

3. Are there significant self-concept differences between grade levels in a Turkish public school?

4. Are there significant differences in the self-concepts of Turkish public school children due to the interactions of achievement and sex, achievement and grade, sex and grade, and achievement, sex and grade?

Concerning the second question, attention was given to the following specific questions:

1. Is there a significant relationship between the self-concept and academic achievement among Turkish public school children?

2. Is there a significant relationship between the self-concept and academic achievement among high-achieving children in a Turkish public school?

3. Is there a significant relationship between the self-concept and academic achievement among low-achieving children in a Turkish public school?

4. Is there a significant relationship between the self-concepts and academic achievement among the third, fourth and fifth grade children in a Turkish public school?

Limitations

In conducting this study several limitations are recognized. First, it is known by the evidence that intelligence is related to and a good predictor of academic achievement (Schnee, 1972). There is also evidence that intelligence is related to self-concept as well (Piers and Harris, 1964; Walsh, 1956; Wattenberg and Clifford, 1964). Therefore, it is plausible that the scores of both self-concept and academic achievement may be affected by the intelligence level of the subject. In this tudy, no effort was made to measure the intelligence level of the subjects to factor out the possible effect of intelligence on the data. This was mainly due to the lack of standardized, well-structured tests of intelligence in the Turkish language.

Secondly, the assessment of achievement consisted only of the teachers' evaluations of the children's achievement. This was because of the lack of standardized achievement tests for Turkish pupils. Evaluation of the children by the teachers is believed to be subjective, and thus, less accurate, because of personal prejudices or personality traits which would tend to bias or distort the results (Adams and Torgerson, 1956).

A third limitation in this tudy was that the Cooper-smith Self-Esteem Inventory to assess the self-concept was originated and developed for children in the U. S. A. (Coo-persmith, 1959). Since this inventory was constructed in English, it had to be translated into Turkish to be used with Turkish students. Although the inventory was pilot-tested and maximum care was taken in translation, it may not in every instance have conveyed its original meaning and context into Turkish.

Although the socio-economic background of the subjects was deemed as a potential factor that may have had an impact both on self-concept and school achievement (Brookover, Beady, Flood, Schweitzer and Wisenbaker, 1977), it was not considered in this study, because the children participating in the study were all from similar socio-economic backgrounds: low-income families. The socio-economic background of the subjects was judged on the bases of the location of the school and the type of housing in the district. Therefore, the school, although selected randomly, was not representa-tive of the general population with regard to socio-economic status.

Delimitations

This study was confined to the third, fourth and fifth grade children enrolled in Yildirim Bayezit Ilkokulu, a public elementary school, in Telsizler, Ankara, Turkey.

Since all the subjects were from low-income families, they were similar in terms of socio-economic background. Although no scale was employed to assess the socio-economic status of the subjects, the location of the school and the type of housing in the district were the main factors in judging the socio-economic status of the subjects.

Data regarding the dependent variable, self-concept, and independent variable, academic achievement, were confined to those gathered from the administration of a Turkish translation of the <u>Coopersmith Self-Esteem Inventory, Form-A</u>, and the teachers' evaluations of the children, respectively, at the end of the second semester in the school year of 1978-79. The administration and scoring of the inventory and the collection of the achievement scores were conducted by the researcher.

The design of the study was ex post facto, and the sample studied was not given any treatment of any kind. Therefore, no attempt was made to obtain information concerning cause-effect relationships between the dependent variable and independent variables studied.

<u>Justification for the Study</u>

There were two basic reasons why the study was considered important. First, it was seen as a contribution to the body of literature and investigations in search of relationships between self-concept and academic achievement. In this

regard, most of the research seeking information in the area
of self-concept in relation to academic achievement was
conducted in Western cultures, giving very little attention
to other cultures. Since the development of self-concept
could be affected by one's culture (Mehta, 1968), the rela-
tionship between self-concept and academic achievement may
be different in different cultures. Thus, a need was seen
for more research conducted in non-Western cultures. Spe-
cifically, this tudy was conducted in Turkey where no
information and printed literature on self-concept and
academic achievement relationship are available.

Second, it was seen as providing information that can
be of practical value to Turkish educators. It is commonly
believed in Turkey that academic underachievement of children
in Turkish schools is mostly due to the lack of interest in
school and subject-matter, lack of ability, and a form of
maladjustment. Educators are not accustomed to dealing with
the self-concept of children in relation to their academic
achievement. The surveyed research evidenced that the
process of developing an adequate self-concept in children
is influenced by school experiences (Mistry, 1973), curric-
ulum (Crovetto, Fisher and Boudreaux, 1967), teachers'
attitutes toward their students (Staines, 1958), and even
head-teachers' expectations of the students (Palfrey, 1973).
Purkey believes: "The ways significant others evaluate the

student directly affects the student's conception of his academic ability. This in turn establishes limits on his success in school. Teachers, in their capacity of significant others, need to view the students in essentially positive ways and hold favorable expectations" (Purkey, 1970, p. 47). Therefore, it can be required that special programs and curricula be developed, that the teachers who possess the qualifications and skills to enhance the self-concept of children be recruited, and the teachers who are already in the job can be trained to acquire such qualifications and skills.

Thus, if relationships are found between self-concept and academic achievement, it might encourage researchers and educators to continue researching the area to determine if the relationship between these two variables is causal and to see if self-concepts of children can be manipulated, which then would encourage the development of new programs.

Definitions of Terms

1. Public school child: A third, fourth or fifth grade child who is enrolled in a Turkish elementary school run by the Turkish State.

2. High-achieving child: A child whose academic achievement is 80 percent of the possible highest score of higher by the teacher's evaluation. The terms high-achieving child and

high-achiever will be used interchangeably in
this study.

3. Low-achieving child: A child whose academic
   achievement score is less than 80 percent of
   the possible highest score. The terms low-
   achieving child and low-achiever will be used
   interchangeably.

4. Self-concept: A child's expressed evaluative
   attitutes towards the self in social, academic,
   family and personal areas of experience as measured
   by a Turkish translation of the Coopersmith Self-
   Esteem Inventory, Form-A (Coopersmith, 1967).

Hypotheses

Nineteen hypotheses were formulated for the purpose of
this study. Hypotheses one through seven are statements
about the effects of such independent factors as achievement
level, grade level and sex of the subjects, individually or
in interaction, on the dependent variable, the self-concept.
Hyptheses eight through nineteen are statements about the
relationship between the self-concept and academic achieve-
ment in all groupings by different levels of independent
variables.

The statistical hypotheses stated for this study are
as follows:

1. There are no significant differences among the third, fourth and fifth grade Turkish public school children in their self-concepts as measured by the <u>Coopersmith Self-Esteem Inventory, Form-A</u>, between high- and low-achieving children as measured by the teacher's evaluation of the child.

2. There are no significant differences in the third, fourth and fifth grade Turkish public school children's self-concepts as measured by the <u>Coopersmith Self-Esteem Inventory, Form-A</u>, with respect to sex.

3. There are no significant differences in the third, fourth and fifth grade Turkish public school children's self-concepts as measured by the <u>Coopersmith Self-Esteem Inventory, Form-A</u>, with respect to grade.

4. There is no significant interaction between academic achievement as measured by the teacher's evaluation of the child, and sex of the subject for the third, fourth and fifth grade Turkish public school children's self-concepts as measured by the <u>Coopersmith Self-Esteem Inventory, Form-A</u>.

5. There is no significant interaction between levels of academic achievement as measured by the teacher's evaluation of the child, and grade level of subject

for the third, fourth and fifth grade Turkish
public school children's self-concepts as
measured by the <u>Coopersmith Self-Esteem Inventory</u>,
<u>Form-A</u>.

6. There is no significant interaction between the
    sex of the subject and the grade level for Turkish
    public school children on their self-concepts as
    measured by the <u>Coopersmith Self-Esteem Inventory</u>,
    <u>Form-A</u>.

7. There is no significant interaction between levels
    of academic achievement as measured by the teacher's
    evaluation of the child, sex of the subjects, and
    the grade levels for Turkish public school children
    on their self-concepts as measured by the <u>Cooper-
    smith Self-Esteem Inventory, Form-A</u>.

8. There is no significant relationship between the
    self-concept scores as measured by the <u>Coopersmith
    Self-Esteem Inventory, Form-A</u>, and academic achieve-
    ment as measured by the teacher's evaluation of
    the child among the third, fourth and fifth grade
    Turkish public school children.

9. There is no significant relationship between the
    self-concept scores as measured by the <u>Coopersmith
    Self-Esteem Inventory, Form-A</u>, and the academic
    achievement as measured by the teacher's evaluation

of the child among the third, fourth and fifth
grade Turkish public school males.

10. There is no significant relationship between the
    self-concept scores as measured by the Cooper-
    smith Self-Esteem Inventory, Form-A, and academic
    achievement as measured by the teacher's evaluation
    of the child among the third, fourth and fifth
    grade Turkish public school females.

11. There is no significant relationship between the
    self-concept scores as measured by the Cooper-
    smith Self-Esteem Inventory, Form-A, and acade-
    mic achievement as measured by the teacher's
    evaluation of the child among the third, fourth
    and fifth grade Turkish public school high-
    achieving children.

12. There is no significant relationship between the
    self-concept scores as measured by the Cooper-
    smith Self-Esteem Inventory, Form-A, and acade-
    mic achievement as measured by the teacher's
    evaluation of the child among third, fourth and
    fifth grade Turkish public school high-achieving
    males.

13. There is no significant relationship between the
    self-concept scores as measured by the Cooper-
    smith Self-Esteem Inventory, Form-A, and acade-
    mic achievement as measured by the teacher's
    evaluation of the child among the third, fourth

and fifth grade Turkish public school high-achieving females.

14. There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child among the third, fourth and fifth grade Turkish public school low-achieving children.

15. There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child among the third, fourth and fifth grade Turkish public school low-achieving males.

16. There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child among the third, fourth and fifth grade Turkish public school low-achieving females.

17. There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child in the third grade of a Turkish public school.

18. There is no significant relationship between the
     self-concept scores as measured by the <u>Coopersmith</u>
     <u>Self-Esteem Inventory, Form-A</u>, and academic achieve-
     ment as measured by the teacher's evaluation of
     the child in the fourth grade of a Turkish
     public school.

19. There is no significant relationship between the
     self-concept scores as measured by the <u>Coopersmith</u>
     <u>Self-Esteem Inventory, Form-A</u>, and academic achieve-
     ment as measured by the teacher's evaluation of
     the child in the fifth grade of a Turkish public
     school.

Organization of the Remainder of the Study

The study is organized into five chapters. Chapter I
includes the statement of the problem, limitations, delimi-
tations, justification for the study, definitions of the
terms and the statements of the statistical hypotheses.
Chapter II contains the review of the literature related to
the issue of self-concept and academic achievement. Chapter
III describes the design and the procedures, in which the
research sample, instrumentation, data collection, treatment
of data, and analysis of the data are discussed. Chapter IV
contains the analysis of the results, tests the statistical
hypotheses and discusses the results. Chapter V consists of
the summary of the study, implications and recommendations
for further study.

CHAPTER II
REVIEW OF THE LITERATURE

The literature surveyed includes the historical overview of the self as a theoretical construct, the theoretical formulations of the self and self-concept, and the relationship between self-concept and academic achievement. Also, the self-concept and academic achievement relationship on the bases of sex, grade, and other pertinent factors affecting the relationship are included.

Historical Overview of the Self as a Theoretical Construct

As a psychological construct, the self came into theoretical discussions with the currents of philosophical and psychological pondering about three centuries ago. In the seventeenth century, Descartes first discussed the self as a thinking substance, and while others, such as Locke, Hume and Berkeley, subjected the self to their vigorous philosophical arguments (Hamachek, 1965). At that time psychology was not regarded as a discipline separate from philosophy. With the evolution of psychology as a separate discipline, the self as a theoretical construct gained more and more attention. For example, William James (1890) dedicated an important place to the self in his psychological thinking when he wrote his book, Principles of Psychology.

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At the turn of the twentieth century, the self occupied a
prominent place in psychological writings. However, in the
first forty years of the century, the self almost disappeared
from psyhological writings as a theoretical construct (Wylie,
1974) becuase the major schools of psychology, such as be-
haviorist, gestaltist, and introspectionist, deliberately
ignored it. For the behaviorists, the concept of the self
was too mentalistic and would not be appropriate for scien-
tific inquiry (Hilgard, 1949). Watson, the founder of the
behaviorism, stressed the observable stimuli and responses
and put the inner life and unobservable constructs beyond
the scope of psychology (Watson, 1925).

The gestaltists, on the other hand, without mentioning
of self, defended the value of insight and stressed selective
perception, while the introspectionist school of psychology
was unable to handle the self and defended the process of
introspection.

Thus, the self, along with some other psychological
constucts, was put aside until the early 1940's. However,
Freud (1933), in his writings on inconscious motivation,
emphasized strongly the role of id and ego. Although he
wrote on ego development and functioning, Freud did not
explicitly formalize the self as a construct. Later on,
neo-Freudians began emphasizing the importance of self-
picture and ego-ideal. Because of the exclusion of the self

from American psychology during these early years, very
little experimentation was conducted and relatively very
little was written on the construct of the self (Diggory,
1966).

American psychologists working in clinical areas found
the behavioristic view very limited for the kind of work
they did. This stimulated new investigations of the self-
concept, and more and more psychologists and psychotherapists
began to be interested in the self as a psychological con-
struct. Raimy (1948), with the contention that psychotherapy
is a process of changing the self-concept, introduced the
self-concept measures in psychotheraphy, inducing more impetus
to consider the self as an important psychological construct.
In the last two decades, there has accumulated a great
number of studies and literature devoted to the study of the
self and self-concept in relation to several factors, specif-
ically, academic achievement, sex, age, intelligence, grade
level, ethnic group membership, socio-economic status, and
other related factors.

Theoretical Formulations and Definitions
of the Self and Self-concept

As noted earlier, William James was one of the outspoken
personalities who first talked about the self extensively.
James (1890), in his theoretical framework, treated the self
1) as a knower, or the "I," and 2) as known, or "me" or

the empirical self." The "I" is that which at any given moment is conscious; it is the thinker and the sense of personal identity. The self as a known, the "me" or the "empirical self" is the source of self-concept. A man's "me" is "the sum total of all that he can call his, not only his body and his psychic powers, but also everything he owns" (James, 1890, p. 177). All of these give him the same emotions. This is called "material self." Besides the material self, man also has a "social self" and a "spiritual self." All of these work consistently to raise the self-esteem. Moreover, aspirations and values have an important role in determining whether one regards oneself as favorable. Man's achievement are measured against his aspirations for any given area of behavior. In James' thinking, when achievement approaches or meet aspirations in a valued area, one will have a high self-esteem; a wide divergence will cause one to regard oneself poorly.

Another contention of James is that one achieves a sense of one's general worth by employing communal standards and expectations of status and success. Man weighs his own worth in the balance of praise and blame. No matter how he feels about himself, he may still know his own worth by the outward standard he applies to the other man. Such view of James suggests that one's self-esteem is affected by one's achievement measured against one's aspirations, and by social values and expectations. Even tough a person feels good

about himself, if he thinks he is not complying with the society's expectations of him, he would be expected to have a low self-esteem. Thus, it can be concluded that one's own positive evaluations and society's praise are the main sources of high self-esteem.

Mead (1934), as a sociologist, had a rather similar view to that of James. Mead contended that, as a person becomes compatible and integrated member of his social group through the socialization process, he adopts and expresses the ideas and attitudes as his own, expressed by the key figures in his life. He develops self-attitudes consistent with those expressed by significant others in his world. He values himself as the significant others regard and value him, and learns how to appear to them, in a manner analogous to what others see appropriate. Then, he gradually conceives of himself as having values, attitudes and characteristics that others attribute to him. Thus, a person carries within himself a reflecting mirror of his social group. If he places high value on himself, it is because of the key persons in his life who have treated him with respect; if he has low feelings about himself, it is because significant others treated him as an inferior object. From such formulation, the significant others are the key to the formation of self-concept. Thus, it can be concluded that self-concept is mainly derived from the reflected appraisals of others.

Another premier appearance of an awareness of the self
was noted in Freud's later writings when he placed greater
importance to ego, ego development and ego functioning
(Strachey, 1953). Later on, neo-Freudians, such as Horney,
Adler and Sullivan, began emphasizing the importance of
immediate social environment and significant others in the
development of self-picture and ego-ideal. Horney (1945)
believed that "basic anxiety" (adverse factors) is the major
source of unhappiness and reduced personal effectiveness.
Such anxiety may result from the disturbances in parent-
child relationships. One way to cope with anxiety is the
formation of an idealized image of one's capacities and
goals. This ideal may bolster the self-concept by its
loftiness, or it may also dissatisfy the self-concept when
it is unrealistic or very difficult to achieve. Similar to
Horney's view is that of Adler who used a different termi-
nology. Adler (1927) claimed that "feeling of inferiority"
were the main factor in producing low self-concept. Children
with inferiorities can overcome these low feelings through
the acceptance and support of parents and immediate friends.
Sullivan, another neo-Freudian, believed that interpersonal
processes were involved in the development of self-concept
(Coopersmith, 1967). An individual continually guards
himself against a loss of self-esteem, which will produce
distress and anxiety in him. A low self-esteem is due to

the derogation by significant others in his previous life history. Through experiences in his familial and social environment, the individual learns how to diminish the threats to his self-esteem.

From the views of neo-Freudians, in general, it can be concluded that self-concept develops through interaction with the individual's immediate social environment, peers, family and significant others. Related to this, the amounts of respectful, accepting and concerned treatment a person receives from others play important roles in the development of self-concept.

Lewin (1935) perceived the self as a central and relatively permanent organization for the entire personality consistency. Similar to this view was that of Lecky (1945). According to Lecky, the personality consistency is the main motivating force in human behavior and necessary for the preservation of the identity of the self. Lecky applied this self-consistency view to learning difficulties in schools. Once the parents see their child as weak, stupid, bad or incapable of learning, the child believes that his self is weak, stupid, bad or incapable of learning, and holds on to this belief when he goes to school. Such a picture he has of himself blocks the child from exploring and learning (Walsh, 1956). The implication of this view suggests that one of the reasons for underachievement may be

eliminated if educators and psychologists consider to counsel parents along with children.

The importance of the self has always been emphasized in contemporary psychology by Allport. Allport (1943) claimed that the man is purposeful, aware of himself, rational and controlling his future by his aspirations. He conceptualized the self in eight ways: (1) self as one segregated behavioral system among others; (2) self as knower; (3) self as a fighter for ends; (4) self as an object of knowledge; (5) self as a primordial selfishness; (6) self as dominator; (7) self as passive organizer and rationalizer; (8) self as a subjective patterning of cultural values.

The phenomenological-perceptual psychologists viewed the self as the "self-as-object." In this respect, Combs and Snygg (1959) believed that one of the basic drives of the individual is the maintenance and enhancement of the self, and all behavior is dependent on personal frame of reference which is the central core. Everything is perceived and evaluated in terms of a person's frame of reference as long as he is conscious of it. In their earlier writing, they contended: "The self threatened by its perceptions may deny the perceptions by simply refusing to enter the situations where wuch a perception is forced upon him" (Syngg and Combs, 1949, p. 148).

One of the other prominent personalities in phenomenological-perceptual school of psychology is Rogers. He introduced the "client-centered" psycholtherapy, which was based on the self as a central aspect of persoanlity in human adjustment (Rogers, 1951). Rogers viewed that every human being striving for self-actualization and growth needs a positive reagard both from himself and from others. The self is a social product of relationships with others in society. Rogers believed that every individual develops a self-image of himself. It is this self-image that guides and maintains a person's adjustment and consistency to the external world. Since this image develops out of interaction with others in the society, it reflects the judgements, preferences and shortcomings of a particular familial or social setting. The self is a phenomenol concept which is of great importance to that persons behavior and adjustment. The self-concept, in Rogers' terms,

> . . .is an organized configurations of
> perceptions of the self which are admis-
> sable to awareness. It is composed of
> such elements such as the perceptions
> of one's characteristics and abilities;
> the percepts and concepts of the self
> in relation to others and to the envi-
> ronment; the value qualities which are
> perceived and associated with experi-
> ences and objects; and goals and ideals
> which are perceived as having positive
> or negative valence. (Rogers, 1951,
> p. 21)

In his earlier writings, Rogers stated:

> When the self is free from any attack
> or likelihood of any attack, then it is
> possible for the self to consider these
> hitherto rejected perceptions to make
> new differentiations and to reintegrate
> the self in such a way as to include
> them. (Rogers, 1947, p. 365)

The phenomenological-perceptual view, as indicated by

Combs and Snygg, and Rogers, implies that the self, to

maintain its integrity, evaluates any threatening situation

by its own frame of reference and behaves accordingly. The

self-concept is composed of perceptions and evaluations

through a person's own frame of reference which is developed

out of the relationships with others.

Other theoretical statements emphasize the importance

of the socio-cultural environment. One of such statements

is that the self is a developmental formation through socio-

cultural settings (Sherif and Sherif, 1969). Sherif and

Sherif contend:

> The subsystem designed as self is a
> developmental formation. It is not pre-
> sent at birth. Once formed, it is not
> immutable throughout life. Self develops
> as one's body and its parts are differen-
> tiated from the environment and as atti-
> tudes are formed defining the modes of
> relatedness to various objects (includ-
> ing one's own body), persons, groups and
> values in the socio-cultural setting.
> Throughout the life, as the individual
> acquires new social ties, new roles, and
> new status because of his accomplishments
> or his age, the self-system does change
> and must change if he is to behave con-
> sistently in terms of his altered rela-
> tionships and responsibilities. (Sherif
> and Sherif, 1969, p. 386)

According to this view, social agencies and norms are the
frame of reference for the individual, in contrast to the
view of phenomenological-perceptual psychologists in that
the frame of reference is personal, and the self is developed
and integrated according to this personal frame of reference.
Emphasis on socio-cultural settings suggests that social
agencies such as family, peer group, social groups and
school play a major role in developing and changing the
self. So, if there is relationship between self-concept
and academic achievement, these social agencies can be
arranged in such a way that the self-concept of the individ-
ual can be increased for the better adjusted, happier and
more effective person.

One of the more recent formulations about the self and
self-concept is that of Coopersmith (1967). His definition
of self is:

> The self is an abstraction that an indi-
> vidual develops about the attributes,
> capacities, objects and activities which
> he possesses and pursues. This abstrac-
> tion is represented by the symbol "me,"
> which is a person's idea of himself to
> himself. This concept is formed in the
> course of experience by the same process
> of abstraction employed in other areas of
> experience. (Coopersmith, 1967, p. 20)

The self, as the object the person regards himself to be, is
selectively weighted and evaluated according to the person's
abstraction of the common features of his personal experi-
ences. A negative evaluative attitude, his belief that he

is weak and inferior, may lead a person to conclude that his opinions are not worth stating and that he cannot affect the course of group action. Those who have more positive evaluative attitutes will place higher value upon themselves and will adopt a more active and assertive position.

The view of Coopersmith constituted the basis for this study. The achievement of evaluative attitutes is important for the development of self-concept. When a person's evaluative attitute regards himself as low in terms of his own personal abstraction from personal experiences in school, home and other social settings, the person will have a low self-concept. If he evaluates himself high, he will have a high self-concept.

Self-concept and Academic Achievement

The research that investigated the relationship of self-concept to academic achievement is quite volumnious. With the understanding of the importance of self-concept in the educative process, more researchers in the last two decades have devoted their efforts to studying the relationship between self-concept and academic achievement in elementary school children, as well as high school and college age populations.

One of the studies conducted on self-concept and academic achievement is that by Fink (1962). Fink investigated the hypothesis that an adequate self-concept is related to

high achievement, and an inadequate self-concept is related
to low achievement. He had two groups of children, paired
with respect to I. Q., race and sex. One group had exhibi-
ted academic underachievement; the other group exhibited
academic achievement, as measured by the teachers' evaluation
of the children. The self-concept of each child was judged
as adequate or inadequate by three psychologists, on the
basis of the data obtained from the California Psychological
Inventory, the Bender Visual-Motor Gestalt Test, the Draw-A-
Person Test, the Gough Adjective Checklist, a personal data
sheet, and a child's report entitled "What I will be in 20
years." Out of 44 subjects for high-achieving and low-
achieving group, 32 high-achievers were rated as adequate in
self-concept while only 12 low-achievers were rated as
adequate in self-concept. These results provided the evi-
dence indicating that a relationship exists between adequacy
of self-concept and the level of academic achievement:
high-achieving children were rated significantly higher in
their self-concept than low-achieving children (at the .01
level).

Farls (1967) studied intellectually average intermediate
grade children with the attempt to determine the importance
of self-evaluation as a non-intellectual predictor of
achievement. The Piers-Harris Children's Self Concept Scale
was used as a measure of general self, and at the same time
as a measure of the student self. Achievement was measured

by the teachers' evaluation of children. The findings
indicated that high-achieving children reported higher
scores in both general self-concept and student self-concept
than did low-achieving children. The findings by Gowan
(1960) are in agreement with these findings, that achievers
are characterized by self-confidence, self-acceptance and
positive self-concepts.

Another supporting finding is the one found by Schnee
(1972). Schnee conducted a study to test the hypothesis
that self-concept as measured by the Coopersmith Self-
Esteem Inventory is related to academic achievement as
measured by the Stanford Achievement Test. He tested the
hypothesis on 478 fifth and 318 eight grade students from
three medium-sized school systems that were representative
of the urban-rural mixture of a southwestern state. The
results showed that the self-concept scores correlated
positively with achievement in word meaning ($r = .45$)
(statistically significant at the .01 level), and reading
comprehension ($r = .31$) statistically significant at the
.05 level. This finding was confirmed by Cummings (1971),
who, in his dissertation study with 189 third grade children,
found the evidence to support the existence of the relation-
ship between self-concept as measured by the Thomas Self-
Concept Values Test and reading achievement as measured by
the California Reading Tests.

Rogers, Smith and Coleman (1978) investigated the
comparative achievement ratings and self-concept in 159
underachievers in self-contained classrooms. They found
that both reading achievement and mathematics achievement
were significantly related to self-concept as a personality
variable only when information regarding relative academic
standing within the classroom was considered. While the
results of this study confirmed the general view that there
is positive relationship between self-concept and academic
achievement, the generalizability is limited to a specific
population, since the subjects used in the study were aca-
demic underachievers attending special classrooms.

In a study with fifth grade students, Moore (1972)
investigated the relationship of self-concept and attitude
toward mathematics to academic achievement in the areas of
arithmetical computations, concepts and application. The
data were obtained from the Coopersmith Self-Esteem Inventory
and the Stanford Achievement Tests. The results indicated
a significant positive relationship of self-concept and atti-
tude toward mathematics to achievement assessed. High self-
concept and positive attitudes seem to have positive
influence on arithmetic achievement. But, this finding
should not be interpreted as that high self-concept and
positive attitudes are sufficient factors, since the ability
in that area is an important factor, too. These findings
were confirmed in a study with the third grade average

intelligence children by Cole (1974). Cole, in his study
of the relatinship between self-concept and academic achieve-
ment, found that the self-concept was positively significantly
related to achievement in total reading (r = .35), and
language (r = .27) at the .05 level of significance.

The relationship between self-concept and academic
achievement has been studied by several other investigations
(Alberti, 1971; Brookover, Thomas and Patterson, 1964;
Primavera, 1974). These investigations in general indicated
that there is a positive relationship between the individ-
ual's self-concept and his academic achievement, and this
relationship is consistent across the samples.

Self-concept and Academic Achievement Relationship in Other Populations

As seen from the research reviewed above, there is a
relationship between self-concept and academic achievement,
and this relationship is consistently positive with normal
intelligence, middle class, Caucasian subjects. However,
the findings obtained with different samples from other
populations are somewhat inconsistent and contradictory.
For example, F. W. Black (1974) studied the performance on
the Piers-Harris Children's Self-concept Scale with samples
of normal and retarded readers matched on age, grade, sex
and intelligence, in elementary school. Achievement was
measured by the Wide Range Achievement Test. Results showed

negative correlations between self-concept scores and academic achievement for both retarded and normal children, $r = -.53$ and $r = -.55$ respectively. This suggests that increasing achievement is associated with increasingly poor self-concepts in these subjects. It has been noted that these findings were interesting. However, no explanation was given why the level of self-concept was inversely related to the level of achievement in these subjects.

The relationship of self-concept to academic achievement has been studied with various ethnic and minority groups in the U. S. A. In such a study, Chaplin (1969) tested the hypothesis that in both white and black children there is a significant positive relationship between self-concept and academic achievement. Sixty subjects from fourth, fifth and sixth grades were matched on the basis of age, grade, sex, intelligence and socio-economic status. The results showed that there was a significant positive relationship between academic achievement and self-concept in both white and Negro subjects. That is, those children having more positive self-concepts had higher academic achievement than those with lower self-concepts. The existence of significant relationship between self-concept and academic achievement has been also indicated in a similar study by Linton (1972). Linton conducted this study with sixth grade Anglo- and Mexican-American children to determine if academic achievement was related to global (general) and academic self-

concept, and if children differed significantly on the
measures of these self-concepts. The Piers-Harris Children's
Self Concept Scale and a 5-item factor analyzed scale
developed from existing research were used to measure the
self-concept. Students' achievement was measured by the
teacher assigned grades in reading, arithmetic and social
studies, and by the Iowa Test of Basic Skills. Results
indicated significant relationships between the self-concept
of the children and academic achievement assessed, in both
Anglo- and Mexican-American children.

Greene and Zirkel (1971) investigated the relationship
of self-concept of Puerto Rican children to their achieve-
ment, intelligence, ethnic group mixture and teacher
ethnicity. The sample was composed of 333 Spanish-speaking
children in 29 bilingual classes, grades one to three. The
subjects were selected so as to be representative of Spanish-
speaking majority classes taught by Spanish-speaking as well
as Anglo teachers. Self-concept was measured by teacher
reports on the McDaniel Inferred Self-concept Scale, a
standardized instrument. The academic achievement of children
was measured by the Inter-American Test of General Abilities,
and non-verbal intelligence by the Goodenough-Harris Draw-A-
Man Test. The results of the correlational analysis indicated
that self-concept was significantly related to achivement
in English and Spanish, as well as the teacher ratings of

aural ability in both languages. The findings obtained
from this specific population indicate the consistency of
the self-concept/academic achievement relationship.

The self-concept of the American Indian children has
been studied in relation to their academic achievement by
Abdel-Mawgood and Hatch (1973). Based on the data analyzed,
they found that the self-concepts of American Indian children
were significantly related to their academic achievement.

As indicated in the preceding paragraphs, even when
specific group of populations were used, the studies with
minority and ethnic groups have confirmed the existence and
stability of the relationship between self-concept and
academic achievement. The present investigator designed
this research to verify such conclusion in a different
population, specifically, Turkish elementary school children.

Self-concept Scores in Other Populations

Various studies have indicated that self-concept scores
are affected by several factors. One of such factors is the
ethnic group membership of the subjects. Linton (1972), in
his study as described earlier, found that there were no
significant differences in self-concept scores between
ethnic groups of Anglo-American and Mexican-American subjects.
This finding was confirmed by other findings with other
minority group population. Guggenheim (1967) studied the

self-concepts and ethnic group membership in a New York
elementary school which had an approximately equal enrollment
of black, white and Spanish background children. Self-
concept was measured by projective tests, such as the <u>Draw-
A-Person Test</u> and the <u>Semantic Differential Scale</u>. Results
showed that there was no significant difference in self-
concept scores between black and white students. These two
findings indicate that the subculture and ethnic group
membership do not have adverse effects on the self-concept
of the subjects. These results might be explained by consid-
ering that the recent flow of racial consciousness in Negroes
and subcultural values in Mexican-Americans may keep them
high in their self-concept.

Howeever, the findings are not consistent with other
ethnic groups that yielded contradicting results. Abdel-
Mawgood and Hatch (1973) studied the self-concept of American
Indian children in comparison to white (Caucasian) children.
Self-concept was measured by the <u>Brookover Self-concept of
Academic Ability Scale</u>. They found that, for both high
school and grade school Indian students, the mean self-
concept scores, 60 and 59 respectively, were significantly
lower than those scores for white students in both high
school and grade school, 69 and 68 respectively. This
finding indicates that the ethnic background of these
American Indians has an adverse effect on the self-concept

of Indian children in comparison to Caucasian children.
This is contradictory to the findings by Linton (1972) and
Guggenheim (1967) as described earlier, who found the
ethnic group membership did not have adverse effects on the
self-concept of its members, suggesting the need for further
studies to obtain more consistent evidence on the matter.

One other important factor that has been indicated to
affect the self-concept is the socio-economic status of the
subjects. Linton (1972) additionally found significant
differences in self-concept scores between socio-economic
levels of the subjects. High socio-economic level was
associated with high self-concept and low socio-economic
level with low self-concept. This suggests that special
programs should be developed for the children in school who
come from economically disadvantaged, low-income families,
to enhance their self-concepts.

F. W. Black (1974) additionally found that the mean
self-concept score of retarded reader sample (44.2) was
significantly lower than the mean self-concept score of the
normal reader sample (59.2). This finding implies that
children with reading retardation tend to view themselves
more negatively than do similar children with normal
reading scores.

The literature indicated that two interrelated factors,
subculture and ethnic group membership, and socio-economic
status of the subjects are important in the development of

self-concept. The effects of subculture and ethnic group
membership vary depending on the specific population the
sample was drawn from, and thus are lacking a conclusive
generalizability across overall ethnic groups and subcultures.

Self-concept and Gender

The surveyed literature on self-concept on the basis
of sex has been divided here into two areas: (1) Self-
concept and academic achievement relationship by gender,
(2) Sex differences in self-concept scores.

Self-concept and Achievement by Gender

It was seen that self-concept and academic achievement
relationship is consistent, in general. However, this
relationship between these two variables is not consistent
when the gender is involved in the analysis of the data.
Alberti(1971), in a study of relationship between self-
perception in school and academic achievement in 656 primary
school children in a suburban district, found that the
scores on self-perception in school were significantly
related (at the .01 level) to arithmetic achievement for the
total group ($r = .33$) and this relationship was significant
only for boys ($r = .40$) but not for girls ($r = .16$).
Although it was concluded that the lack of significance for
girls was attributed to the restricted range of girls' scores
on the self-perception variable, it did not provide information

how and why the girls had restricted range of scores on self-perception.

Fink (1962), in his study described earlier, found self-concept and acedemic achievement relationship to be significant for boys and insignificant for girls. Although this finding is in agreement with Alberti's (1971) findings, it is questionable because the self-concept of the subjects were evaluated by the three judges without any attempt to define an adequate self-concept. Therefore, the judges' findings need further clarification to objectify the data that such decisions were based upon. However, these findings were confirmed by Bledsoe (1967). Bledsoe studied the self-concepts of 271 fourth and sixth grade children from four schools, in relation to their school echievement, intelligence, interests and anxiety, using the Bledsoe Self Concept Scale, the California Test of Mental Maturity, and the Taylor Manifest Anxiety Scale. He found significant relationships between self-concept and academic achievement. This correlation between self-concept and academic achievement, however, was significant only for boys in both fourth and sixth grades, $r = .43$ and $r = .39$ respectively, and significant for girls in respective grades ($r = .19$ and $r = .06$) at .01 level of significance. From these findings, it was concluded that boys consider the traits and abilities measured by achievement tests as more important in their self-concept than do girls.

Additional findings from Linton's (1972) study were
that for Anglo-American subjects self-concept and academic
achievement were significantly related for both boys and
girls. But for the Mexican-American subjects, the self-
concept was related to academic achievement only for boys
but not for girls. The latter finding is in agreement with
the other findings reported above. This implies that
achievement plays a greater role in the affective quality
of the self-concept in Mexican-American boys, as well as it
does in middle class American children, as indicated by
the findings reported earlier.

Yet, in another study, Primavera (1974) investigated the
relationship of self-concept as measured by the <u>Cooper-
smith Self-Esteem Inventory</u> to academic achievement as
measured by the <u>Stanford Achievement Test</u> and the <u>Mathematics
and Reading Test</u> for New York State elementary schools, in
164 fifth and sixth grade Catholic children. He found that
there was an overall positive relationship between self-
concept scores and reading achievement (r = .188) and
arithmetic achievement (r = .153). The relationship between
self-concept scores and reading/arithmetic achievement was
r = .241 and r = .211 respectively for girls and significant
at the .05 level, however; the relationships for boys
(r = .114 and r = .131 respectively) were not significant.
Such contradictory finding was attributed to the specific

population used in this study that may or may not be a
representative sample of elementary school students in
general.

Although the relationship between self-concept and
academic achievement has been found to be significant for
girls in some studies and for boys in others as reviewed
above, Brookover, Thomas and Patterson (1964) found signifi-
cant relationships between these two variables for both
girls and boys. They attributed the differences in research
findings to differences in instrumentation and populations
studied. They suggest further investigations to replicate
the previous studies using the same measurement tools.

Sex Differences in Self-concept Scores

Although the self-concept and academic achievement
relationship has been shown to be inconclusive on the basis
of sex, the investigations on the differences in self-
concept scores between the sexes yielded relatively conclu-
sive findings. Primavera (1974) in a study described earlier,
found no significant differences in self-concept scores
between the sexes. The mean self-concept scores were 70.15
(SD = 13.85) for boys and 69.34 (SD = 13.27) for girls.
Several other studies as described earlier obtained similar
findings that there is no significant difference in the
self-concept scores between boys and girls among intellec-
tually average intermediate grade white subjects

(Farls, 1967), among both black and white subjects
(Chaplin, 1969), among Anglo-American and Mexican-American
subjects (Linton, 1972).

Bledsoe (1967), however, in his study of fourth and
sixth grade children, found significant differences in the
mean self-concept scores between boys and girls at .01
level. The mean self-concept scores for girls in both
fourth and sixth grades were significantly higher (78.31
and 78.41 respectively) than those for boys in both grades
(73.05 and 73.83 respectively). These findings were
interpreted to mean that such differences may be a function
of a specific age range since the girls at these ages
(9 to 11) are in general more developed than boys. It does
not appear to hold true for the findings by Farls (1967)
who found no differences in self-concept scores between
the sexes among very similar age groups. The findings that
girls scored significantly higher in self-concept than
boys seem to be unconfirmed, since the majority of investi-
gations indicated no significant self-concept differences
between sexes.

Two important conclusions can be drawn from the findings
of the studies on self-concept and gender. First, in regard
to self-concept and achievement relationship by sex, it is
not clear that one sex has a higher correlation than the
other, since the findings are inconclusive. Secondly, the
results of the studies comparing males and females on their

self-concepts have been found to be inconsistent. Most
researchers have found no significant differences, but some
evidence exists showing females having higher self-concepts
than males.

Self-concept and Achievement Relationship by Grade and Age

There is relatively little literature on self-concept
and academic achievement relationship by grade level and
age. One of the most recent studies in this area is that
by Rubin (1978), who using a sample of 380 children, studied
the stability of self-esteem over time and at different
grade levels. Her findings indicate that within the age
range of 9 through 15 years self-esteem as measured by the
Coopersmith Self-Esteem Inventory becomes more stable and
the self-esteem and academic achievement relationship tends
to increase over this period of time. But there may be some
other intervening personality, intellectual or environmental
variables involved in the stability of such relationship by
age. For confirmations of these findings, further studies
to see if there are other intervening variables involved
are indicated.

Another study was conducted with retarded readers by
F. W. Black (1974), who found that self-concept scores were
negatively related to grade level and age. That is, as the
age and grade level of retarded readers increase, their
self-concept decreases. This finding can be interpreted to

to mean that as children who are retarded in reading get
older, they become more aware of their deficiencies, and
thus perceive themselves as inadequate resulting in low
or negative self-concepts.

Self-concept Scores, Grade Level and Age

The literature indicated rather inconsistent findings
on self-concept scores on the basis of grade level and
age. Rubin (1978) additionally found that self-esteem scores
at ages 12 and 15 showed greater test-retest consistency
($r = .64$) than did subjects at ages 9 and 12 ($r = .42$).
From these findings, it was suggested that children's per-
ceptions of themselves are less firmly established at earlier
ages and that the efforts to enhance self-esteem may have
greater impact if attempted at earlier ages because it
seems to be more responsive to intervention.

Yates (1975) found self-concept scores to be different
between grade levels among third, fourth and fifth grade
gifted children. The mean self-concept scores of third and
fourth graders are significantly greater than the mean self-
concept scores of fifth grade children (at .05 level of
significance). Although no trend analysis was performed,
this finding appears to be a linear trend in variability
of self-concept scores decreasing with grade level, and
thus with age.

The findings by Piers and Harris (1964), in a study
with grades three, six and ten, indicate that the mean self-
concept scores of tenth and third grade children are not
significantly different from each other, but, both grades'
mean self-concept scores are significantly higher than those
of sixth grade children. Contrary to Yates' (1975) findings,
this finding shows a curvilinear trend. This may be because
Yates used gifted children as subjects in his study.

Abdel-Mawgood and Hatch (1973), in their study of
American Indian children in comparison to Caucasian children,
additionally found no significant differences in self-
concept scores between high school and grade school children
among both American Indians (60 and 59 for respective grades)
and Caucasian children (69 and 68 respectively). This
indicates no trend of variability in self-concept scores by
grade, which suggests that the level of self-concept remains
unchanged through grades among the subjects of either
population.

Although the results by Rubin (1978) showed a stable
trend in self-concept scores with grade level and age, other
studies did not indicate a consistent trend, suggesting more
investigations to be conducted on this question.

Summary of the Literature

1. The self, as a psychological construct, received con-
    siderable attention at the turn of the twentieth cen-
    tury. But, until 1940's, there was no great deal of
    research conducted on the self. With the understanding
    that the self is an important construct in psychology
    and psychotherapy, new interests have been stimulated
    and new investigations have been conducted on the
    construct of self and self-concept.

2. Several theoretical formulations use the notion of a
    self-concept. The most common characteristics of
    these theoretical formulations are that the development
    of the self-concept is affected by a person's own evalua-
    tions of himself according to both his own frame of
    reference and outward standards, by social interactions
    in home, peer group and school, and by significant
    others in a person's social environment.

3. The literature has indicated that there is a consis-
    tently positive relationship between self-concept
    and academic achievement.

4. The relationship between self-concept and academic
    achievement exists also in minority and ethnic group
    populations. In general, there is no significant
    difference between Caucasian and minority and ethnic
    group populations.

5. The literature indicates that there is a positive relationship between self-concept and socio-economic status, and that the effects of subculture and ethnic group membership vary depending on the specific population from which the sample was drawn.

6. The literature also indicates that the relationship between self-concept and academic achievement is not distinctly higher among males than females.

7. Also, self-concept scores do not differ significantly between male children and female children.

8. Finally, there is not a clear-cut trend in self-concept scores and in self-concept and academic achievement relationship with regard to grade level and age.

CHAPTER III
DESIGN AND PROCEDURES

The review of literature presented in the previous chapters indicates that there is a consistent relationship between self-concept and academic achievement. However, most of these studies were conducted in the U. S. A. There is no evidence of any research conducted with Turkish subjects on the relationship between self-concept and academic achievement. Therefore, it is not clear to what extent the American results can be applied to Turkish subjects enrolled in the Turkish educational system.

The purpose of this study was to examine the degree of relationship, if any, between self-concept and academic achievement of Turkish elementary school children. In addition, an effort was made to examine the differences in self-concept scores between achievement levels, grade levels and sexes. Self-concept was operationally defined as the expressed evaluative attitudes of a person towards the self in social, academic, family and personal areas of experience as measured by a Turkish translation of the Coopersmith Self-Esteem Inventory, Form-A (Coopersmith, 1967).

The Sample

The sample for this study consisted of 207 children, of whom 105 were boys and 102 girls, who were enrolled in third, fourth and fifth grades in a Turkish public elementary school in Ankara, Turkey, during the second semester of the 1978-79 school year. There were 64 third graders, 80 fourth graders and 63 fifth graders. The average age of the total sample was 10.53 years. The average age of third graders was 9.42 years, fourth graders 10.61 years, and fifth graders 11.56 years.

Selection of the Sample

The public elementary school where the research was conducted was identified on the basis of random selection. First, all the public elementary schools within the city limits of Ankara, of which there were 46, were listed and assigned a number. Each of these numbers, representing one particular school, was written on a carefully cut, same size piece of paper, folded in and put in a jar. The jar was shaked well to make sure all the numbers were mixed thoroughly. Then the researcher drew one number, which was the one assigned to Yildirim Bayezit Ilkokulu. In order to conduct the study in this selected school, required permission was granted to the researcher by the Directorial Office for National Education.

In this elementary school there were a total of 35
third, fourth and fifth grade classrooms. From among these
classrooms six were selected randomly in the same way the
school was selected. Each grade level was represented by
two classrooms. The children enrolled in these six class-
rooms were the subjects for this study. Both the classroom
teachers and children were eager and cooperative in complet-
ing the inventories required for the study.

Instrumentation

In order to collect data pertaining to the dependent
variable, the self-concept, the Coopersmith Self-Esteem
Inventory, Form-A, translated into Turkish jointly by this
writer and a Turkish graduate student majoring in linguistics,
was employed. The Coopersmith Self-Esteem Inventory measures
evaluative attitudes towards the self in social, academic,
family and personal values of experience. Coopersmith
(1967) reports that the scores on this inventory are signif-
icantly related to creativity, academic achievement, resis-
tance to groups pressures, willingness to express unpopular
opinions and perceptual constancy.

In a report provided by the Self-Esteem Institute,
Coopersmith (1975), on the basis of the studies reported to
him, supplies the information about the description, relia-
bility and validity of the Coopersmith Self-Esteem Inventory,

Form-A (SEI-A). According to this report, the original pool
of items was drawn from Rogers and Dymond (1954) and original
research. Such items were classified as indicative of high
or low self-esteem by five psychologists. Then fifty items
were retained on rational grounds. The items were short
statements, and answered "like me" or "unlike me." Both the
original and the Turkish translation of the inventory are
presented in the Appendices A and B, respectively.

The distribution for the SEI-A is reported as skewed in
the direction of high self-esteem. In most studies there
were no significant differences between the scores for males
and females tested. The means have ranged from 70 to 80 and
the standard deviations from approximately 11 to 13. The
norms in preadolescents (ages 9 through 15) were reported
70.1 for females and 72.2 for males; and, in young adults
(ages 16 through 23) the norm was 76.1 (Coopersmith, 1975).

Split half reliabilities of the SEI-A have been reported
equalling .87 and .90 in two different studies as indicated
by Coopersmith (1975). A test-retest reliability is given
as .88 over five weeks, and .70 over three years. The
validity of the SEI-A, on the basis of other research
reports, is indicated in terms of correlations with several
other scales. Convergent validity of the SEI-A was .63 with
the Soares and Soares Test, and .60 with a derived picture
test (Getsinger, Kunce, Miller and Weinberg, 1972).

Discriminant validity is reportedly indicated as correlations of .75 and .44 with Edwards and Marlow-Crowne social desirability scales, respectively (Coopersmith, 1975).

The Coopersmith Self-Esteem Inventory was originally developed for use with children although it has been used with age ranges eight through adult, in separate forms. The Turkish translation of the Coopersmith Self-Esteem Inventory, Form-A (SEI-A) was employed to obtain the self-concept scores of children in this study. The SEI-A contains 58 items and a total of five subscales. The subscales are general self, social self-peers, home-parents, lie scale, and school-academic. The subscales, according to the test author, do not have to be scored separately with the exception of the lie scale. Out of 58, eight items, which indicate lie reaction and defensive responses, are excluded from the data for analysis. Thus, the maximum possible total numbers of correct scores of all scales, excluding the lie scale, was fifty. However, the test author advises to multiply the total score by two so that maximum possible score is one hundred.

The academic achievement of each child was measured on the basis of teachers' evaluations of the child for each subject-matter. Each classroom teacher evaluated each child for each subject-matter on a five-point scale, from 5 to 1, meaning excellent, good, average, poor and fail, respectively.

All the students were taking the same number of subjects and same weekly total hours. But, each subject had different number of hours offered a week. The numbers of weekly classroom hours for each subject was multiplied by its respective score the child earned, to obtain the weighted score. Then, the total weighted score earned by the child on all subjects was converted into percentages.

Data Collection

In the last month of the classes of the second semester of 1978-79 school year, the Turkish translation of the _SEI-A_ was employed to obtain the self-concept scores of children. Before administering the _SEI-A_ to the randomly selected research sample, it was pilot-tested on three other classrooms, one classroom for each grade level. Such pilot-testing was very useful and led to the rephrasing of some statements especially for the third graders, for some third graders in the pilot-testing session asked the researcher to rephrase some items.

After having seen the possible problem items and statements during this pilot-testing session, the Turkish translation of the _SEI-A_ was revised, corrected and administered to the research sample group selected as described earlier, two weeks before the end of the school year. The subjects' responses to the items in the inventory were scored by using scoring key developed for this purpose by the author of the inventory.

To collect data on the academic achievement, the grade
report booklets kept by the classroom teachers were utilized.
These booklets contained information about each child on
his/her academic standing in terms of scores received on
each subject-matter. The present researcher went through
the grade-report booklets to obtain the achievement scores
the children earned on each subject-matter at the end of the
school year. A two-week time period lapsed between obtaining
self-concept scores and school grades.

Treatment of the Data

The SEI-A contains 58 items, eight of which compose the
lie scale to assess lie reaction and defense responses, and
a total of five subscales. The SEI-A may be broken down
into these component subscales. However, breaking the SEI-A
down into subscales, with the exception of lie scale, was of
no interest to the present investigator and would have been
too specific for the purpose of the investigation.

After having excluded the eight lie reaction items, the
fifty items were treated as a whole. That is, subscales
were not scored separately. Then the total score earned on
the SEI-A by each child was multiplied by two, to make it
comparable to other studies, yielding the self-concept
score to be treated in the final analysis.

As noted earlier, each child received a grade on every
subject as an evaluation of his/her achievement. Each grade

on a subject–matter was multipled by its respective weekly
classroom hours, that produced weighted score for that
subject–matter. All the weighted scores for each subject–
matter were added up to obtain the total weighted achieve-
ment score for each child. Since the total number of
classroom hours of all the subject–matters involved was 23
and the highest score was five, the highest possible total
weighted achievement score was 115. For clarity, the total
weighted achievement score was converted to percentages.
Table 1 below is an example of this procedure.

Table 1. Example of the Calculation of the Achievement
Score

Subject Matter	Weekly Hours	Earned Grade	Weighted Score
Turkish–Composition	10	5	50
Mathematics	5	4	20
Life Studies	5	5	25
Drawing and Art	1	4	4
Musics	1	5	5
Physical Education	1	5	5
Total	23		109

The total weighted score of 109 in the Table 1 was 95 percent of the highest total possible points. This was the figure treated as the achievement score in the final analysis of the data. The cutting point for differentiating high and low-achievers was set at 80 percent. Although this is an arbitrary figure, it is based on the conventional grading system on a 4-point scale. The figure 80 percent corresponds to 3.2 on the 4-point scale, which indicates a high, relatively distinct achievement. So, the children who obtained an achievement score of 80 percent of the total possible points or higher were classified as high-achievers, and those with a score less than 80 percent of total possible points as low-achievers.

Analysis of the Data

A total of 19 hypotheses were formulated for this study. Hypotheses one through seven were the statements to ascertain whether the self-concept scores on the Coopersmith Self-Esteem Inventory, Form-A were significantly different among the means of various groupings. A 3 x 2 x 2 analysis of variance procedure was utilized to test these hypotheses. Scheffe's A Posteriori test of pairwise comparisons for unequal N's was used to determine the location of significant differences.

Hypotheses eight through nineteen were tested by means of the Pearson's product-moment correlational technique to study the degree of relationship between dependent variable, self-concept scores, and independent variable, academic achievement scores, in various groupings.

The level of significance was set at .05 for all these statistical procedures.

CHAPTER IV
ANALYSIS OF THE DATA

The first purpose of this study was to determine the
relationship between self-concepts and academic achievement
for several groups of Turkish elementary school children.
For this purpose a total of twelve hypotheses was stated.
The second purpose was to determine if significant differ-
ences in self-concept scores existed between the levels of
independent variables, such as achievement, sex and grade.
For this second purpose a total of seven hypotheses was
formulated. The data collected for these purposes have been
analyzed according to the statistical procedures presented
in Chapter III.

Results

A total of 207 children participated in this study. The
subjects were selected according to the selection procedures
outlined in Chapter III. The groupings of the sample by
sex, achievement and grade level, the N's and mean age for
each group are shown in Appendix C. The means and standard
deviations for the self-concept scores, and N's in each
group are shown in the Table 2 below.

Table 2. Means and Standard Deviations for Self-concept
          Scores, and N's for Sample Groups.

Sex	Achievement Level	Grade Level	Mean	Standard Deviation	N
Male	High	3	70.000	12.586	16
		4	80.737	9.803	19
		5	76.615	12.738	13
	Low	3	55.556	8.361	18
		4	62.333	14.101	24
		5	67.867	13.212	15
Female	High	3	66.545	16.831	11
		4	73.300	11.917	20
		5	73.889	11.970	18
	Low	3	59.684	9.598	19
		4	63.177	18.869	17
		5	64.941	13.640	17

Table 3 presents the means for the self-concept scores
for the males and females at three grade levels, regardless
of achievement level.

Table 3. Means for Self-concept Scores for Males and Females
          at Three Grade Levels.

Sex	Grade 3	Grade 4	Grade 5	Total
Male	62.353 N=34	70.465 N=43	71.929 N=28	68.289 N=105
Female	62.200 N=30	68.649 N=37	69.543 N=35	67.059 N=102
Total	62.281 N=64	69.625 N=80	70.603 N=63	67.652 N=207

In Table 4, the means for self-concept scores for the males and females at two different achievement levels, regardless of grade levels, are presented.

Table 4. Means for Self-concept Scores for Males and Females at Two Achievement Levels.

Sex	High Achievers	Low Achievers
Male	70.042 N=48	61.649 N=57
Female	72.000 N=49	62.491 N=53

Table 5 presents the means for self-concept scores for high- and low-achievers at the three grade levels, regardless of sex.

Table 5. Means for Self-Concept Scores for Three Grades at Two Achievement Levels.

Achievement	Grade 3	Grade 4	Grade 5	Total
High	68.593 N=27	76.923 N=39	75.032 N=31	74.000 N=97
Low	57.676 N=37	62.683 N=41	66.313 N=32	62.055 N=110
Total	62.281 N=64	69.625 N=80	70.603 N=63	67.652 N=207

Hypotheses Tested

The analysis of variance (ANOVA) procedure using unweighted cell means was employed to test the statistical

hypotheses one through seven. The results of this procedure are presented in Table 6 below.

Table 6. Analysis of Variance.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Signifi-cance of F
Achievement	6310.043	1	6310.043	37.795*	0.000
Sex	185.283	1	185.283	1.110	0.293
Grade	2337.417	2	1168.708	7.000*	0.001
Achievement X grade	270.400	2	135.200	0.810	0.446
Sex X Grade	127.079	2	63.539	0.381	0.684
Achievement X Sex X Grade	180.522	2	90.261	0.541	0.583
Residual	32556.129	195	166.954		
Total	43278.590	206	210.090		

*Significant ($p < .05$)

The null hypotheses tested by this procedure were as follows:

HO_1: There are no significant differences among the third, fourth and fifth grade Turkish public school children in their self-concepts as measured by the Coopersmith Self-Esteem Inventory, Form-A between high- and low-achieving children as measured by the teacher's evaluation of the child.

Inspection of Table 5 indicates that the average self-concept of high-achieving children equalled 74.000 while that of low-achieving students equalled 62.055. Table 6 reports the results of analysis of variance (ANOVA) test comparing the means of these two groups. The computed F statistics for this hypothesis equalled 37.796. The probability of obtaining an F this large (significance of F) under the null hypothesis equals 0.000. Since the probability of the computed F statistics is less than the .05 level set as the criterion for statistical significance, the null hypothesis is rejected. The results indicate that high-achieving students have a higher self-concept than the low-achieving students. That is, there are significant differences in the self-cocnept scores between achievement levels. Since there are only two levels of academic achievement, it can be concluded , without employing the A Posteriori test, that high-achievers' self-concept scores are significantly higher than those of low-achievers.

Because of the large sample size the small difference can be statistically significant but not educationally significant. The F statistics indicates some degree of association between academic achievement and self-concept. Although this information is useful, it provides no information concerning the strength of the association. The strength of association between achievement and self-concept can be

measured with the ω^2 (omega squared) statistic. Calculations indicate that ω^2 equalled 0.14. This figure can be interpreted to mean that 14 percent of the variance in the self-concept is accounted for by achievement in school.

HO$_2$: There are no significant differences in the third, fourth and fifth grade Turkish public school children's self-concepts as measured by the Coopersmith Self-Esteem Inventory, Form-A, with respect to sex.

Inspection of Table 3 indicates that the average self-concept of male students equalled 68.289 while that of female students equalled 67.059. The ANOVA table (Table 6) reports the results of the statistical test comparing the means of these two sexes. The computed F statistics for this hypothesis equalled 1.110. The probability of obtaining such an F value under the null hypothesis equals 0.293. Since the probability of the computed F statistic is more than the .05 level set as the criterion for statistical significance, the null hypothesis is retained. That is, the self-concept of male children is not significantly different from the self-concept of female children.

HO$_3$: There are no significant differences in the third, fourth and fifth grade Turkish public school children's self-concepts as measured by the

Coopersmith Self-Esteem Inventory, Form-A, with
respect to grade.

Inspection of Table 3 indicates that the average self-
concept score of third grade students equalled 62.281, while
the average self-concept scores of fourth grade students
equalled 69.625 and those of fifth grade students equalled
70.603. The ANOVA results in Table 6 indicate the test
findings comparing the means of these three grade levels.
The computed F statistic for this hypothesis equalled 7.000.
The probability of obtaining such an F value under the null
hypothesis equals 0.001. Since the probability of obtaining
the computed F statistic is less than the .05 level set as
the criterion for statistical significance, the null hypoth-
esis is rejected. That is, there are significant differences
in the self-concept scores between the grade levels. To
determine the location of significant differences between
the means, Scheffe's A Posteriori test of pairwise compari-
sons for unequal N's was employed. Scheffe's F values were
calculated. They are presented in Table 7. For an easy
interpretations of the table, the group means are presented
in an order of increasing size.

Table 7. Scheffe's $\underline{F}$ Values for Grades.

	(Means)	Grade 3 62.281	Grade 4 69.625	Grade 5 70.603
Grade 3	62.281	–	7.344*	8.322*
Grade 4	69.625	–	–	0.978
Grade 5	70.603	–	–	–

*Significant (p<.05), F=3.04

Inspection of Table 7 indicates that Grades 4 and 5 scored significantly higher in self-concept than did Grade 3. That is, the differences between the mean self-concept scores for Grades 3 and 4, and between Grades 3 and 5 are statistically significant. There is no statistically significant difference between the mean self-concept scores of Grades 4 and 5.

The $\underline{F}$ statistic indicates an association between the self-concept and the grade levels, but gives no information concerning the strength of association. The strength of association between grade levels and self-concept can be measured with the ω^2 statistic. Calculations indicated that ω^2 equalled .05. This resulting figure can be interpreted to mean that only 5 percent of the variance in the self-concept is accounted for by the grade level.

HO_4: There is no significant interaction between aca-
demic achievement as measured by the teacher's
evaluation of the child and sex of the subject for
the third, fourth and fifth grade Turkish public
school children's self-concepts as measured by the
Coopersmith Self-Esteem Inventory, Form A.

The group means for the four sex-by-achievement level
combinations are reported in Table 4. The ANOVA table
(Table 6) presents the results of the statistical test
comparing these means. The computed F statistic for this
hypothesis equalled 2.034. The probability of obtaining such
an F value under the null hypothesis equals 0.115. Since
the probability of the computed F statistics is more than
the .05 level set as the criterion for statistical signif-
icance, the null hypothesis was retained.

HO_5: There is no significant interaction between levels
of academic achievement as measured by the teacher's
evaluation of the child, and grade level of sub-
jects for the third, fourth and fifth grade Turkish
public school children's self-concepts as measured
by the Coopersmith Self-Esteem Inventory, Form-A.

The group means for the six grade-by-achievement level
combinations are reported in Table 5. Table 6 reports the
ANOVA test comparing these means. The computed F statistic
for this hypothesis equalled 0.810. The probability of

obtaining such an F value under the null hypothesis equals 0.446. Since the probability of computed F statistic is more than the .05 level set as the criterion for statistical significance, the null hypothesis is retained.

HO_6: There is no significant interaction between the sex of the subject and the grade level for Turkish public school children on their self-concepts as measured by the Coopersmith Self-Esteem Inventory, Form-A.

The group means for the six sex-by-grade level combinations are reported in Table 3. Table 6 reports the results of the ANOVA test comparing these means.

The computed F statistic for this hypothesis equalled 0.381. The probability of obtaining such an F value under the null hypothesis equals 0.684. Since the probability of computed F statistic is more than the .05 level set as the criterion for statistical significance, the null hypothesis is retained.

HO_7: There is no significant interaction between levels of academic achievement as measured by the teacher's evaluation of the child, sex of the subjects, and the grade levels for Turkish public school children on their self-concepts as measured by the Coopersmith Self-Esteem Inventory, Form-A.

The group means for the sex-by-grade-by-achievement
level combinations are reported in Table 2. Table 6 reports
the results of the ANOVA test comparing these means. The
computed F statistic for this hypothesis equalled 0.541.
The probability of obtaining such an F value under the null
hypothesis equals 0.583. Since the probability of computed
F statistics is more than the .05 level set as the criterion
for statistical significance, the null hypothesis is retained.

Hypotheses eight through nineteen were tested by by the
Pearson product-moment correlation technique. The results
of this procedure are presented in Table 7.

HO_8: There is no significant relationship between the
self-concept scores as measured by the Coopersmith
Self-Esteem Inventory, Form-A, and academic achieve-
ment as measured by the teacher's evaluation of
the child among the third, fourth and fifth grade
Turkish public school children.

Inspection of Table 8 indicates that the Pearson's
product-moment correlation coefficient, r, equalled +.51.
The probability of obtaining such an r value under null
hypothesis equals 0.000. Since the probability of r obtained
is less than the .05 level set as the criteria for statis-
tical significance, the null hypothesis is rejected. That
is, there is a significant relationship between self-concept

and academic achievement among all the children sampled. How much of one variable is accountable for the variation in the other variable can be determined by squaring r, which is called coefficient of determination, or r^2. Inspection of Table 8 shows that r^2 equalled .26. That is, 26 percent of the variance of the self-concept scores is accounted for by the achievement scores, or vice versa.

Table 8. N's, Means, r's, p's and r^2's for all groupings.

Groupings	N	ACH (Means)	SC	r	p	r^2
All Children	207	77.25	67.65 + .51		0.000	.26
Male Children	105	77.31	68.23 + .56		0.000	.31
Female Children	102	77.18	67.06 + .46		0.000	.21
High-Achieving Children	97	91.48	74.00 + .38		0.000	.14
High-Achieving Male Children	48	93.19	76.04 + .26		0.035	.07
High-Achieving Female Children	49	89.82	72.00 + .43		0.001	.19
Low-Achieving Children	110	64.69	62.05 + .32		0.000	.10
Low-Achieving Male Children	57	63.96	61.65 + .34		0.005	.12
Low-Achieving Female Children	53	65.49	62.49 + .29		0.016	.08
3rd Graders	64	75.19	62.28 + .49		0.000	.24
4th Graders	80	75.66	69.63 + .57		0.000	.33
5th Graders	63	81.35	70.60 + .45		0.000	.20

ACH = Achievement Score
SC = Self-concept Score

HO$_9$: There is no significant relationship between
the self-concept scores as measured by the
Coopersmith Self-Esteem Inventory, Form-A, and
the academic achievement as measured by the
teacher's evaluation of the child among the third,
fourth and fifth grade Turkish public school male
children.

Inspection of Table 8 indicates that the Pearson's product-
moment correlation coefficient, r, equalled +.56. The
probability of obtaining such an r value under the null
hypothesis equals 0.000. Since the probability of r obtained
is less than the .05 level set as the criterion for statis-
tical significance, the null hypothesis is rejected. That
is, there is a significant relationship between self-concept
and academic achievement among the male children sampled.
Inspection of Table 8 indicates that the respective r^2
equalled .31. That is, for males, 31 percent of the variance
in self-concept and academic achievement is shared in common.

HO$_{10}$: There is no significant relationship between the
self-concept scores as measured by the Coopersmith
Self-Esteem Inventory, Form-A, and academic achieve-
ment as measured by the teacher's evaluation of
the child among the third, fourth and fifth grade
Turkish public school female children.

Inspection of Table 8 indicates that Pearson's product-moment correlation coefficient, r, equalled +.46. The probability of obtaining such an r value under the null hypothesis equals 0.000. Since the probability of r obtained is less than the .05 level set as the criterion for statistical significance, the null hypothesis is rejected. That is, there is a significant relationship between self-concept and academic achievement among the female children sampled. Inspection of Table 8 indicates that the respective r^2 equalled .21. That is, for females, 21 percent of the variance in self-concept and academic achievement is shared in common.

HO_{11}: There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child among the third, fourth and fifth grade Turkish public school high-achieving children.

Inspection of Table 8 indicates that Pearson's product-moment correlation coefficient, r, equalled +.38. The probability of obtaining such an r value under the null hypothesis equals 0.000. Since the probability of r obtained is less than the .05 level set as the criterion for statistical significance, the null hypothesis is rejected.

That is, there is a significant relationship between self-
concept and academic achievement among the high-achieving
children sampled. The respective r^2 in Table 8 is .14.
That is, for achievers, 14 percent of the variance in self-
concept and achievement is shared in common.

HO_{12}: There is no significant relationship between the
self-concept scores as measured by the Coopersmith
Self-Esteem Inventory, From-A, and academic achieve-
ment as measured by the teacher's evaluation of
the child among the third, fourth and fifth grade
Turkish public school high-achieving female
children.

Inspection of Table 8 indicates that Pearson's product-
moment correlation coefficient, r, equalled +.43. The
probability of obtaining such an r value under the null
hypothesis equals 0.001. Since the probability of r obtained
is less than the .05 level set as the criterion for statis-
tical significance, the null hypothesis is rejected. That
is, there is significant relationship between self-concept
and academic achievement among the high-achieving female
children sampled. As indicated in Table 8, the respective
r^2 equalled .19. That is, for high-achieving females, 19
percent of variance in self-concept and academic achievement
is shared in common.

HO$_{14}$: There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child among the third, fourth and fifth grade Turkish public school low-achieving children.

Inspection of Table 8 indicates that Pearson's product-moment correlation coefficient, r, equalled +.32. The probability of obtaining such an r value under the null hypothesis equals 0.000. Since the probability of r obtained is less than the .05 level set as the criterion for statistical significance, the null hypothesis is rejected. That is, there is a significant relationship between self-concept and academic achievement among all the low-achieving children sampled. As indicated in Table 8, the respective r^2 equalled .10. That is, for low-achieving children, 10 percent of variance in self-concept and academic achievement is shared in common.

HO$_{15}$: There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child among the third, fourth and fifth grade Turkish public school low-achieving male children.

Inspection of Table 8 indicates that Pearson's product-moment correlation coefficient, $\underline{r}$, equalled +.34. The probability of obtaining such an $\underline{r}$ value under the null hypothesis equals 0.005. Since the probability of $\underline{r}$ obtained is less than the .05 level set as the criterion for statistical significance, the null hypothesis is rejected. That is, there is significant relationship between self-concept and academic achievement among the low-achieving male children sampled. As indicated in Table 8, the respective $\underline{r}^2$ equalled .12. That is for low-achieving males, 12 percent of the variance in self-concept and academic achievement is shared in common.

HO_{16}: There is no significant relationship between the self-concept scores as measured by the Coopersmith Self-Esteem Inventory, Form-A, and academic achievement as measured by the teacher's evaluation of the child among the third, fourth and fifth grade Turkish public school low-achieving female children.

Inspection of Table 8 indicates that Pearson's product-moment correlation coefficient, $\underline{r}$, equalled +.29. The probability of obtaining such an $\underline{r}$ value under the null hypothesis equals 0.016. Since the probability of $\underline{r}$ obtained is less than the .05 level set as the criterion for

statistical significance, the null hypothesis is rejected.
That is, there is a significant relationship between self-
concept and academic achievement among the low-achieving
female children sampled. As indicated in Table 8, the
respective r^2 equalled .08. That is, for low-achieving
females, 8 percent of the variance in self-concept and
academic achievement is shared in common.

HO_{17}: There is no significant relationship between the
self-concept scores as measured by the Cooper-
smith Self-Esteem Inventory, Form-A, and academic
achievement as measured by the teacher's evalu-
ation of the child in the third grade of a
Turkish public school.

Inspection of Table 8 indicates that Pearson's product-
moment correlation coefficient, r, equalled +.49. The
probability of obtaining such an r value under the null
hypothesis equals 0.000. Since the probability of r obtained
is less than the .05 level set as the criterion for statis-
tical significance, the null hypothesis is rejected. That
is, there is significant relationship between self-concept
and academic achievement of the third grade children sampled.
As indicated in Table 8, the respective r^2 equalled .24.
That is, for third grade children, 24 percent of the variance
in self-concept and academic achievement is shared in common.

HO_{18}: There is no significant relationship between the
self-concept scores as measured by the Cooper-
smith Self-Esteem Inventory, Form-A, and academic
achievement as measured by the teacher's evalu-
ation of the child in the fifth grade of a
Turkish public school.

Inspection of the Table 8 indicates that Pearson's
product-moment correlation coefficient, r, equalled +.45.
The probability of obtaining such an r value under the null
hypothesis equals 0.000. Since the probability of r obtained
is less than the .05 level set as the criterion for statis-
tical significance, the null hypothesis is rejected. That
is, there is a significant relationship between self-concept
and academic achievement of the fifth grade children sampled.
As indicated in Table 8, the respective r^2 equalled .20.
That is, for fifth grade children, 20 percent of the variance
in self-concept and academic achievement is shared in common.

Summary

A total of 207 third, fourth and fifth grade Turkish
public school children participated in this study. Each
grade was represented by two classrooms selected randomly
from among 35 third, fourth and fifth grade classrooms.
To gather the data on self-concept, all grades that par-
ticipated in the study were administered a Turkish translation

of the Coopersmith Self-Esteem Inventory, Form-A, on the
same day. At the end of the school year, the data for the
academic achievement were collected from the grade-report
booklets kept by the classroom teachers.

A 3 x 2 x 2 analysis of variance procedure was employed
to test the differences with respect to achievement, sex, and
grade. Significant differences were found in the self-
concept scores with respect to achievement and grade level.
The location of significant differences was determined by
the use of Scheffe's A Posteriori test of pairwise compari-
sons for unequal N's. Pearson's product-moment correlational
technique was used to analyze the data for relationships
between self-concept and achievement, which were found to be
significant among all groupings. Significance level was set
at .05 for all the statistical procedures.

Discussion of the Results

The analysis of the variance procedure indicates that
there were significant differences in the self-concept
scores for the achievement and grade levels, but not for the
sex. Also, none of the interactions were significant.

The mean self-concept scores for the high-achievers
were higher than the self-concept scores for low-achievers
across the grade levels. This finding is in general agree-
ment with other research findings (Gowan, 1960; Brookover
et al., 1965; Bledsoe, 1967; Gibby and Gibby, 1967; Yates,

1975). The significant differences found between self-
concept scores of high-achievers and those of low-achievers
may be the result of mutually reinforcing reward systems.
All the positive reinforcements, approvals and rewards tend
to be for the achieving children in schools (Purkey, 1970).
If this assertion holds true for the Turkish culture, then
it is inferred from this that the approvals from significant
others may have created stronger and more positive feelings
for the self in high-achieving children. Thus, such children
may have rated themselves higher on the self-concept
inventory.

Significant differences were also found between the
grade levels. In comparing the differences between the
grade levels, Scheffe's A Posteriori test indicated that
fourth and fifth graders obtained significantly higher self-
concept scores than did third grade children. Such differ-
ences may be a function of maturation. That is, the age of
the subjects may be another factor affecting reported self-
concepts. This would suggest that the third grade children
may not have developed the verbal skills necessary to describe
their self-concepts. They may not even have developed
sufficient insight to articulate their perceptions about
self. Another possibility is that the translated self-
concept inventory was not appropriate for the third grade
children. The behavior of the third graders during the

administration of the inventory suggests such a reasoning. Several third grade children asked the researcher to explain and rephrase some statements in the inventory, while no questions were asked by the fourth and the fifth grade children. Also, it took the third graders longer than fourth and fifth graders to complete the inventory. One additional possibility is that the fourth and fifth grade children may have rated themselves higher on the self-concept inventory than they really believed was correct, because of their relatively grater maturity and sophistication.

The analysis of variance procedure also indicates that there are no significant differences in the mean self-concept scores between male (68.3) and female children (67.1). Other investigators have reported similar findings for gifted children (Yates, 1975), for average intelligence populations (Piers and Harris, 1964; Farls, 1967; Piers, 1969; Primavera, 1974) and for black and white subjects (Caplin, 1969). Also, the mean self-concept score for the overall sample of this study (67.7) was almost the same as that for Caucasian children in the same grades, which was 68.0 as indicated by the findings obtained by Abdel-Mawgood and Hatch (1973). It can be concluded from this that there do not appear to be substantial differences in self-concept scores between Turkish and American Caucasian children.

As indicated above, the differences in self-concept scores between male and female children were not statistically significant. But the self-concept scores for female children were consistenly lower than those for males total and across the grade level (Table 3, p. 56). In normative study (Coopersmith, 1967), there were no significant differences in self-concept scores between male and female children, either, but, girls scored higher in self-concept than boys. Although the differences were insignificant, it appears that girls in Turkish elementary schools perceive and evaluate themselves lower than boys, which may be a reflection of the culture where the males in general are viewed to be superior to females in most social and familial settings.

The results also indicate that the interactions between achievement, sex, and grade are not statistically significant (Table 6, p. 58). This result is contradictory to the findings by Yates (1975), who found significant interactions between these variables. This may be due to differences in the samples and instruments used. Yates employed gifted children while this study employed intellectually normal children. Also, the instruments used were different in each study.

The results of Pearson's product-moment correlation coefficient revealed that the relationship between

self-concept as measured by the Coopersmith Self-Esteem
Inventory, Form-A, and academic achievement as measured by
the teacher's evaluation of the child is positive and signif-
icant for all groups (Table 8, p. 65). The high achievement
scores were associated with high self-concept scores and low
achievement scores with low self-concept scores. This is
consistent with other findings obtained by several other
investigators (Fink, 1962; Farls, 1967; Gowan, 1960; Schnee,
1972; Cole, 1974; Linton, 1972). Thus, there is evidence to
conclude that the degree of relationship among Turkish
elementary school children is similar to the other samples
of similar grade populations in the U. S. A. The relation-
ship between self-concept and academic achievement on the
basis of sex was found to be significant both for males and
females, which was supported by the findings obtained by
Brookover et al. (1964) and Linton (1972) with Anglo-American
subjects. The findings of this study, however, are not
consistent with the findings of other studies (Fink, 1962;
Bledsoe, 1967; Alberti, 1971) which found the relationship
between self-concept and academic achievement to be signifi-
cant only for boys and not for girls, or with the study by
Primavera (1974) who found that the relationship was signif-
icant for girls but insignificant bor boys. The discrepancy
between these findings may have been the result of using
different measurement tools, since the tools for the

assessment of both self-concept and academic achievement
were different in each study from every other one. The
operational definitions of self-concept in other studies
were not essentially different from that of Coopersmith
(1967). But the ways of measuring achievement (teachers'
evaluations, standardized tests, etc.) and the areas of
achievement that are of interest (reading, mathematics,
language, etc.) differed a great deal in different studies,
resulting in inconsistent findings.

CHAPTER V
SUMMARY AND IMPLICATIONS

Summary

The main purpose of this study was to investigate if
there were significant relationships between self-concept
and academic achievement among third, fourth and fifth grade
public elementary school children in Turkey. The data were
also anlayzed to test for significant differences in self-
concept scores between the academic achievement levels, sex,
grade levels, and interactions of all these variables.

The school where the study was conducted, was selected
randomly from among all the public elementary schools within
the city limits of Ankara, Turkey. Then, from among 35 third,
fourth and fifth grade classrooms in this selected school,
six classroooms were selected randomly. Each grade was rep-
resented by two classrooms. A total of 207 children, of
whom 105 were boys and 102 were girls, made up the sample
for this study.

Self-concept of the subjects was measured by a Turkish
translation of the Coopersmith Self-Esteem Inventory, Form-
A, (Coopersmith, 1967). The academic achievement score was
obtained by converting the weighted achievement scores by
the teacher's evaluation of the child to a percentage scale.

The children who obtained 80 percent of the total possible
score or higher were classified as high-achievers and those
with achievement score less than 80 percent as low-achievers.

To test for significant relationships between self-
concept and academic achievement the Pearson product-moment
correlation was employed. A 3 x 2 x 2 analysis of variance
model was used to test for differences in the self-concept
scores among the groups by achievement, sex and grade, and
interactions between levels of these variables. Scheffe's
A Posteriori test of pairwise comparison for unequal N's
was used to determine the location of significant differences
between the means.

The level of significance was set at .05 for all statis-
tical procedures.

The analysis of variance test for significant differ-
ences between the means of the groups by achievement, sex
and grade showed that high-achieving children, regardless of
sex or grade, obtained significantly higher scores on self-
concept inventory than did low-achieving children. It was
also found that fourth and fifth grade children scored
significantly higher on self-concept inventory than did
third grade children. The difference between the mean self-
concept scores of fourth and fifth grade children was not
statistically significant. The difference between the mean
self-concept scores of males and the mean self-concept

scores of females was not significant, either. Furthermore,
no significant differences were found in the mean self-
concept scores with respect to the interactions of achieve-
ment, sex and grade.

Statistically significant positive relationships were
found to exist between self-concept and academic achievement
for the total sample and all the grouping by achievement
level, sex and grade level, without any exception.

Implications

The result of this study indicates significant correla-
tion coefficients of relationship of self-concept to academic
achievement. However, a significant correlation coefficient
does not allow the interpretation that the correlation is a
proof of a cause-effect relationship. Since the question of
causality has not been resolved, the author will not make
any cause-effect statements but will restrict himself to
restate that self-concept and academic achievement are
significantly related at each grade level and for each sex
among Turkish elementary school children.

In addition to the statistically significant relation-
ships identified in the present invesitigation an effort was
make to determine the proportion of total variance shared
between self-concept scores and academic achievement for
each gender and achievement levels. For this purpose the
coefficient of determination was calculated. In Table 8,

the correlation coefficients ($\underline{r}$'s) between achievement and self-concept scores and the respective $\underline{r}^2$'s for all groupings were reported. The largest $\underline{r}^2$ value was found with the fourth graders (.33). That is, for the fourth graders, 33 percent of the variance in self-concept and academic achievement scores was shared in common. Likewise, for the whole sample, 26 percent of the variance in self-concept and academic achievement was shared in common. These figures indicate a great deal of variance was accounted for by a single factor. Since the correlation coefficient does not prove a cause-effect relationship, this can be interpreted two ways: the proportion of the variance in achievement scores is accounted for by self-concept; or, the proportion of the variance in self-concept scores is accounted for by achievement.

The results of this study strongly support the basic hypothesis that there is a relationship between self-concept and academic achievement among Turkish elementary school children. The analysis of the data indicates that this relationship is positive and significant at each grade level, sex and achievement level, and at various subgroupings by these variables.

One possibility to explain such results is that the positive and significant relationship between self-concept and academic achievement might have been the result of

concomitant variation of intelligence and achievement, since previous research has indicated a positive relationship between intelligence and self-concept (Coopersmith, 1967; Piers, 1969). The statement may also be made that intelligence is directly related to academic achievement and indirectly related to self-concept. That is, intelligence may induce higher academic achievement in students, and higher academic achievement may create higher self-concept.

Another possibility is that the students with high self-concepts will obtain higher scores on academic achievement. Or, since the causality has not been resolved and this study was not intended to investigate causality, the statement can also be made that students with high levels of academic achievement may be expected to obtain higher scores on self-concept inventory. Although it is not clear which comes first, the reciprocal relationship indicates that a higher self-concept is an important factor for academic performance. This conclusion has special implications for school psychologists, classroom teachers, educators and elementary school counselors. It takes special tests and scales and administration to measure the self-concept. But, the academic standing of the student is constantly evaluated by the teacher in the classroom. If a child consistently functions at lower academic levels, provided that his intelligence and exposure to educational process is similar to

other students in his classroom, it may be necessary to
investigate the self-concept of that child. If the investi-
gation reveals that such a child with normal intellectual
capacities is obtaining low self-concept scores, the neces-
sary steps should be taken to enhance his/her self-concept.
This may help increase his/her accomplishments in school
work. This view was emphasized by Rogers (1951), who stated
that the self-concept can affect all areas of personality
functioning in such a way that it can operate to enhance or
restrict a student's ability to fulfill his native capacity.
Also, some research evidenced that an innovative and com-
pletely ungraded elementary school (Purkey and Graves, 1970),
special programs (Marx and Winnie, 1074; Lutfiyya, 1978), open
classrooms (Scheirer, 1972; M. S. Black, 1974; Franks, Dillon,
Grout, Grisbey and Burton, 1976) and social and school
adjustments (Cowles, Cowles and Daniel, 1974) enhance the
self-concepts of the children bringing about an increase
in their academic achievement. This suggests that the self-
concept of the students should be considered in curriculum
planning and teaching-learning processes. The affective
needs of the students should be investigated and met.
Educators, curriculum planners, psychologists, counselors
and parents may get involved to determine appropriate designs
to help children increase their self-concepts and academic
achievements. Such an educational design should consider

some important points. School activities should be carefully planned. Teachers should correctly assess the students' self-concepts and make them aware of their self-concepts. Also, the self should be made an integral part of the curriculum. Additionally, providing a home and school environment which will build a stronger and positive self-concept in children should be considered in such an educational design.

Recommendations for Further Study

1. Further studies should be conducted employing an intelligence test developed with Turkish subjects. This would control the potential effects of the intelligence factor on achievement level of the students.

2. Further studies should be done using a more heterogeneous sample representing the general Turkish elementry school population from existing socioeconomic classes of different regions and/or cities. This would give a more comprehensive coverage of the general elementary school population in Turkey, leading to a stronger conclusion in this area.

3. A study done by employing well-developed, standardized and objective achievement tests along with teachers' evaluation of the students would be more helpful to ensure a better identification and

assessment of the students' achievement levels.
This would minimize the effects of subjective
evaluation of the students by the teacher alone.

4. A self-concept inventory developed and constructed
    in Turkey with Turkish children representing the
    general population would be more appropriate for a
    further study to be conducted with Turkish subjects.

5. Since the literature reviewed indicates the impor-
    tance of the teacher for the child's self-concept,
    a further study should be done which would examine
    the self-concept and attitudes of the teacher, and
    the influence of the teachers' self-concepts and
    attitudes on the children's self-concepts along
    with academic achievement.

APPENDIX A

COOPERSMITH SELF-ESTEEM INVENTORY, FORM-A

Stanley Coopersmith

Please make each statement in the following way:
   If the statement describes how you usually feel, put a
   check (/) in the column "LIKE ME."
   If the statement does not describe how you usually
   feel, put a check (/) in the column "LIKE ME."
   There are no right or wrong answers.

	LIKE ME	UNLIKE ME
Example: I'm a hard worker.		

	LIKE ME	UNLIKE ME
1. I spend a lot of time daydreaming.		
2. I'm pretty sure of myself.		
3. I often wish I were someone else.		
4. I'm easy to like.		
5. My parents and I have a lot of fun together.		
6. I never worry about anything.		
7. I find it very hard to talk in front of the class.		
8. I wish I were younger.		
9. There are lots of things about myself I'd like to change if I could.		
10. I can make up my mind without too much trouble.		

	LIKE ME	UNLIKE ME

11. I'm a lot of fun to be with.

12. I get upset easily at home.

13. I always do the right thing.

14. I'm proud of my school work.

15. Someone always has to tell me
    what to do.

16. It takes me a long time to
    get used to anything new.

17. I'm often sorry for the things
    I do.

18. I'm popular with kids my own age.

19. My parents usually consider my
    feelings.

20. I'm never unhappy.

21. I'm doing the best work that
    I can.

22. I give in very easily.

23. I can usually take care of myself.

24. I'm pretty happy.

25. I would rather play with children
    younger than me.

26. My parents expect too much of me.

27. I like everyone I know.

28. I like to be called on in class.

29. I understand myself.

30. It's pretty tough to be me.

31. Things are all mixed up in
    my life.

	LIKE ME	UNLIKE ME
32. Kids usually follow my ideas.		
33. No one pays much attention to me at home.		
34. I never get scolded.		
35. I'm not doing as well in school as I'd like to.		
36. I can make up my mind and stick to it.		
37. I really don't like being a boy/girl.		
38. I have a low opinion of myself.		
39. I don't like to be with other people.		
40. There are many times when I'd like to leave home.		
41. I'm never shy.		
42. I often feel upset in school.		
43. I often feel ashamed of myself.		
44. I'm not as nice looking as most people.		
45. If I have something to say, I usually say it.		
46. Kids pick on me very often.		
47. My parents understand me.		
48. I always tell the truth.		
49. My teacher makes me feel I'm not good enough.		
50. I don't care what happens to me.		

	LIKE ME	UNLIKE ME
51. I'm a failure.		
52. I get upset easily when I'm scolded.		
53. Most people are better liked than I am.		
54. I usually feel as if my parents are pushing me.		
55. I always know what to say to people.		
56. I often get discouraged in school.		
57. Things usually don't bother me.		
58. I can't be depended on.		

The above Coopersmith Self-Esteem Inventory, Form-A is printed by permission.

TURKISH TRANSLATION OF
THE COOPERSMITH SELF-ESTEEM INVENTORY

Adi, soy adi   :...............................

Yaşi   :...............................

Cinsiyeti   :.Erkek (......), Kadin (......). (Işaretleyiniz)

Sinif   :............

YÖNERGE

Ilisikteki sayfalarda kişisel duygularinizi dile getiren bazi cümleler bulacaksiniz. Eger okudugunuz cümle kendinize uyuyor ise, o cümlenin yanindaki "EVET sözcügünün altindaki tirnak içine bir çarpi (X) işareti koyun.Eger okudugunuz cümle kendinize uymuyorsa, o cümlenin yaninda bulunan "HAYIR" sözcügünün altindaki tirnak içine bir çarpi (X) işareti koyun.

Bu ankette amaç , kendiniz hakkindaki kişisel duygularinizi anlamaktir. Her kişinin kendisi hakkindaki duygulari bir baskasinin duygularindan ayridir. Bunun için, dogru veya yanliş diye bir yanit söz konusu degildir.

Lütfen, hiç bie cümleyi atlamadan bu anketi tamamlayiniz. Bu anketi tamamlamaniz için 15-25 dakika zaman verilmiştir. Anketi doldururken herhangi bir sorunuz olursa, çekinmeden parmaginizi kaldirarak sorabilirsiniz.

BENLIK KAVRAMI ENVANTERI

	Bana uygun	Bana uygun degil
1. Çok hayal kurarim.	( )	( )
2. Kendime oldukça güvenim var.	( )	( )
3. Sık sık kendimden başka birisi olmak isterim.	( )	( )
4. Başkalarına çabuk ısınırım.	( )	( )
5. Annem-babamla iyi vakit geçiririz.	( )	( )
6. Hiç bir şeye canımı sıkmam.	( )	( )
7. Sınıfta başkalarının önünde konuşmak bana çok zor gelir.	( )	( )
8. Keşke yaşım daha küçük olsaydı.	( )	( )
9. Elimde olsaydı birçok yanımı değiştirmek isterdim.	( )	( )
10. Pek fazla zorluk çekmeden karar verebilirim.	( )	( )
11. Beraber olunacak çok neşeli birisiyim.	( )	( )
12. Evde çok kolay kırılır üzülürüm.	( )	( )
13. Her zaman doğru olan şeyi yaparım.	( )	( )
14. Okul çalışmalarımdan gurur duyarım.	( )	( )
15. Bana ne yapacağımı her zaman birisinin söylemesi gerekir.	( )	( )
16. Yeni bir seye alışmam uzun sürer.	( )	( )
17. Yaptığım şeylerden sık sık pişmanlık duyarım.	( )	( )
18. Yaşıtlarım arasında tanınan birisiyim.	( )	( )
19. Annem-babam çoğu zaman benim duygularıma önem verirler.	( )	( )

	Bana uygun	Bana uygun değil

20. Hiç mutsuz olmam. ( ) ( )

21. Elimden gelenin en iyisini
yaparım. ( ) ( )

22. Başkalarına kolay uyarım. ( ) ( )

23. Çoğu zaman kendi başımın çaresine
bakabilirim. ( ) ( )

24. Oldukça mutlu birisiyim. ( ) ( )

25. Benden daha küçük yaştaki
çocuklarla oynamayı tercih ederim. ( ) ( )

26. Annem-babam benden çok fazla şey
bekliyorlar. ( ) ( )

27. Tanıdığım herkesten hoşlanırım. ( ) ( )

28. Sınıfta öğretmenimin bana soru
yöneltmesinden hoşlanırım. ( ) ( )

29. Kendimi iyi tanır ve anlarım. ( ) ( )

30. Benim gibi birisi olmak oldukça
zor. ( ) ( )

31. Yaşamımdaki herşey karma karışık. ( ) ( )

32. Çocuklar çoğu zaman benim görüş-
lerimi benimserler. ( ) ( )

33. Evde kimse bana önem vermez. ( ) ( )

34. Hiç azarlanmam. ( ) ( )

35. Okul çalışmalarım istediğim kadar
iyi değil. ( ) ( )

36. Kararımı verir ve o karardan
şaşmam. ( ) ( )

37. Aslında kız (veya erkek) olmaktan
hoşlanmıyorum. ( ) ( )

38. Kendimi hep küçük görürüm. ( ) ( )

	Bana uygun	Bana uygun değil
39. Başkalarıyla birlikte olmaktan hoşlanırım.	( )	( )
40. Birçok kez evden kaçmayı düşündüm.	( )	( )
41. Hiç utangaç değilimdir.	( )	( )
42. Okulda sık sık sinirlenip üzülürüm.	( )	( )
43. Sık sık kendimden utanç duyarım.	( )	( )
44. Bir çok kişi kadar güzel değilim.	( )	( )
45. Söyliyecek bir şeyim varsa, onu çoğu zaman söylerim.	( )	( )
46. Coçuklar bana sık sık sataşırlar.	( )	( )
47. Annem-babam beni anlayışla karşılarlar.	( )	( )
48. Her zaman gerçeği söylerim.	( )	( )
49. Öğretmenim bana yetersiz olduğum hissini verir.	( )	( )
50. Bana olan şeylere hiç aldırmam.	( )	( )
51. Ben başarısız biriyim.	( )	( )
52. Azarlandığım zaman çok çabuk üzülürüm.	( )	( )
53. Bir cok kişi benden daha çok seviliyor.	( )	( )
54. Çoğu zaman annem-babamın beni zorladıklarını hissederim.	( )	( )
55. Yerinde ve uygun söz söylemesini her zaman beceririm.	( )	( )
56. Okulda sık sık cesaretim kırılır.		
57. Beni çoğunlukla hiç bir şey üzmez.	( )	( )
58. Güvenilir birisi değilim.	( )	( )

APPENDIX C
N'S AND MEAN AGES FOR GROUPINGS

Groupings	N	Mean Age
Male	105	10.50 yrs.
Female	102	10.57 yrs.
High-achievers	97	10.48 yrs.
Low-achievers	110	10.58 yrs.
Third Graders	64	9.42 yrs.
Fourth Graders	80	10.61 yrs.
Fifth Graders	63	11.56 yrs.
Male High-achievers	48	10.22 yrs.
Male Low-achievers	57	10.73 yrs.
Female High-achievers	49	10.74 yrs.
Female Low-achievers	53	10.41 yrs.
Third Grade High-achievers	27	9.30 yrs.
Third Grade Low-achievers	37	9.51 yrs.
Fourth Grade High-achievers	39	10.32 yrs.
Fourth Grade Low-achievers	41	10.89 yrs.
Fifth Grade High-achievers	31	11.71 yrs.
Fifth Grade Low-achievers	32	11.42 yrs.
Third Grade Male High-achievers	16	9.14 yrs.
Third Grade Male Low-achievers	18	9.78 yrs.

Grouping	N	Mean Age
Third Grade Female High-achievers	11	9.53 yrs.
Third Grade Female Low-achievers	19	9.25 yrs.
Fourth Grade Male High-achievers	19	10.14 yrs.
Fourth Grade Male Low-achievers	24	10.88 yrs.
Fourth Grade Female High-achievers	20	10.49 yrs.
Fourth Grade Female Low-achievers	17	10.91 yrs.
Fifth Grade Male High-achievers	13	11.65 yrs.
Fifth Grade Male Low-achievers	15	11.65 yrs.
Fifth Grade Female High-achievers	18	11.75 yrs.
Fifth Grade Female Low-achievers	17	11.21 yrs.
Total	207	10.53 yrs.

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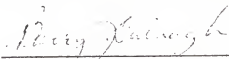
BIOGRAPHICAL SKETCH

Mr. Remzi Bulbul was born on January 28, 1950, in Burdur, Turkey. He was the third of the four children. He attended Burdur Kemer and Antalya Cumhuriyet elementary schools and Antalya Middle School, then went on to Vocational High School for Technical Agriculture in Halkalı, Istanbul.

After graduation from high school, he worked in the State Agricultural Extention Service as an agricultural technician in Antalya for three years. In 1970, he went on to the Middle East Techinical University in Ankara, Turkey, for undergraduate studies. He received the Bachelor of Science degree in psychology in 1974. In 1974-1975, Mr. Bulbul worked as a full-time teaching assistant in the Department of Education of the Middle East Techinical University. Meanwhile, he passed a statewide competetive examination and was awarded a national scholarship to do doctoral study in the United States.

In the Autumn of 1975-76 school year, he started his graduate study at the College of Education, University of Florida. In the Spring, 1977, he was awarded the Master of Education degreee in foundations of education.

Mr. Bulbul is a member of Kappa Delta Pi Honor society in education. He is married to Mrs. Şerife Bulbul. They have a daughter, Ebru.
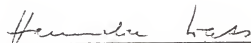
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Barry J. Guinagh, Chairman
Associated Professor of
Foundations of Education

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Hannelore L. Wass, Co-chairperson
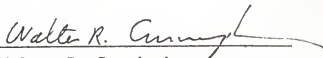Professor of Foundations of
Education

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Assistant Professor of
Foundations of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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This dissertation was submitted to the Graduate Faculty of the Department of Foundations of Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August 1980

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